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ABSTRACT

The Crisis Prevention-Intervention Project (CPI) of the Boston Public Schools is described in two parts: a six-month evaluation report and an interim report by the project director. The goals of this pilot project for the five Boston schools (three public, two parochial) were: (1) to develop an operational program of crisis intervention and prevention that would alleviate in-school forces which lead to discontentment and/or crisis; (2) to undertake a survey of the needs of the schools to prevent disruption; and (3) to design an instrument to test for crisis-proneness in a school. The administrative organization and CPI includes a project director, advisory council and five support teams with representation from faculty, administration, parents, students and police groups from the school community. Training programs, specific problems of the project, initial impact areas and related projects are discussed. Results of brief needs assessment survey of staffs and board members are included. (GMF)

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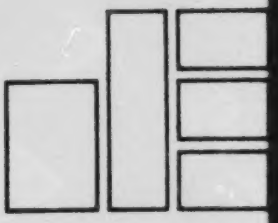

EVALUATION

CRISIS PREVENTION-INTERVENTION PROJECT

BOSTON PUBLIC SCHOOLS

DECEMBER 1, 1972 - MAY 1, 1973

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CONTENTS

INTRODUCTION		1
I.	OVERVIEW	3
II.	THE ADVISORY COUNCIL	6
	A. PROJECT DIRECTOR'S STATEMENT	6
	B. SURVEY OF JANUARY 11, 1973	7
	C. PROCEDURES AND DEVELOPMENTS	8
	D. SURVEY OF APRIL 2, 1973	9
	E. DISCUSSION: IMPORTANCE OF THE ADVISORY COUNCIL	10
	F. RECOMMENDATION: TRAINING FOR THE ADVISORY COUNCIL	11
III.	SUPPORT TEAMS AND SUPPORT TEAM TRAINING	13
	A. METHODOLOGY: A CAUTION	13
	B. DEFINITION OF SUPPORT TEAM ROLE	13
	C. DEVELOPMENT OF THE SUPPORT TEAMS IN GENERAL	14
	D. INDIVIDUAL SUPPORT TEAMS	18
	1. MT. ST. JOSEPH'S ACADEMY	20
	2. ST. COLUMBKILLE'S HIGH SCHOOL	21
	3. EDISION JUNIOR HIGH SCHOOL	22
	4. ENGLISH HIGH SCHOOL	24
	5. BRIGHTON HIGH SCHOOL	26
IV.	MAJOR DEVELOPMENTS AND TURNING POINTS	28
	A. ORGANIZATIONAL CHANGES FROM THE ORIGINAL PROPOSAL	28
	1. THE GENERAL MODEL	28
	2. TRAINING TEAM RATHER THAN PRIMARY TEAM	29

CONTENTS

B. LIAISON WITH PRINCIPALS AND HEADMASTERS 30

C. POLICE PARTICIPATION ON SUPPORT TEAMS 32

D. TANGENT PROGRAMS 33

E. PREVENTION: THE ENGLISH HIGH MARCH 33

F. ST. LOUIS CONFERENCE ON DESEGREGATION OF SCHOOLS 34

V. PROJECT MANAGMENT AND COMMUNICATION FLOW 35

VI. RECOMMENDATIONS 38

APPENDIX A: JANUARY 11, 1973 AND APRIL 2, 1973 ADVISORY COUNCIL QUESTIONNAIRES AND RESPONSES 39

APPENDIX B: CPI INTERIM REPORT 48

APPENDIX C: INSTITUTE FOR LEARNING AND TEACHING - CPI CONTRACT 66

APPENDIX D: SUPPORT TEAM QUESTIONNAIRES AND RESPONSES 70

INTRODUCTION

Effective crisis prevention and intervention is directly proportional to the number and significance of the points of influence which are developed. From this perspective, CPI is only as effective as it is able to involve and relate to people within the five schools, the larger Boston School System, the Brighton-Allston community, and the larger Boston community. The Project appears to have done this very well. Different programs and initiatives have been directed toward informing and involving several groups and individuals.

This report highlights the strengths and weaknesses of the Project, and mentions some of the major turning points and accomplishments which occurred during the Project's pilot year. The evaluation is selective. It reflects the contract given to Data Education to provide the Project Director with ongoing feedback on (1) her Project management, (2) the effectiveness of communication flow between Project Director (Ann Foley), Training Director (Si Wittes), Staff Consultant (Bernard LaFayette), Needs Assessment Team (George Nolfi and Steve Fischer), and the Advisory Council, and (3) functioning of the Advisory Council and of the Support Teams. Following an overall assessment of the Project, these three areas will be examined. This is followed by an account of some major events in the life of the Project. The report concludes with recommendations based on the pilot year experience.

It should be noted that this report only covers the pilot year until May 1. The reader is also directed to the reports of the Project Director, the Training Director, and the Staff Consultant for alternative points of view and richer detail in particular areas.

I. OVERVIEW

The strength of a cable is more than the strengths of its individual strands. The strength of the CPI Project is of the same whole-greater-than-the-sum-of-its-parts type of strength. No one element in the complex of factors which make up a school/community situation causes, prevents, or dissolves a crisis. The six-gun-toting Western marshall who quells the angry mob is an image close to our imaginative hearts, but it is not a very practical model for developing crisis prevention/intervention programs for an urban school system. Just so, crisis prevention/intervention which imports high powered (i.e., highly educated and expensive to hire) professionals, does not appear to be as practical and indeed may not be as effective as "home grown" programs such as the CPI Project piloted during the 1971-72 school year. The "strands" woven together by CPI include:

1. Principals/Headmasters at the five Project schools--via the Project Director and primarily through the liaison and consultation role and relationships developed by the Staff Consultant, which included some CPI-sponsored interschool meetings of administrative personnel;

2. Support Teams in each of the five schools, three of which have their full complement or better of teachers, parents, students, and police officer, as well as fair to excellent group cohesion and consensus on objectives, and, two of which have had serious problems in becoming whole, working teams;

3. The Advisory Council whose meetings have been attended by the chief police and fire department officers for the area, the head of the Allston Civic Association, a representative of the Brighton Legal Assistance

Office, a representative of the neighborhood mental health center, a high school Principal, Assistant Superintendent for the Archdiocese, a parochial school Headmaster, and students and parents from the schools/ community;

4. A number of one-day and mini-course programs at the five Project schools have established direct acquaint- between the Project Director and a number of students in each of the schools, as well as establishing greater awareness and involvement of teachers and administrators in the work of CPI;

5. Dissemination of information about CPI via newspaper, magazine, radio, mailed reports, phone calls, and visits by the Project Director, and very importantly, attendance and active participation by the Project Director in Brighton-Allston community meetings; and,

6. Establishing and maintaining working relationships with the Boston Public School Area Superintendent and with the Assistant Superintendent for the Archdiocese.

The existence of these "strands" means that in the event of a potential crisis, CPI is in a position to influence a great range and proportion of the individuals and groups whose actions determine whether an incident is effectively dealt with or whether it becomes the spark which sets off a major disruption. CPI appears to have established a basis for influencing school officials at several levels, teachers, parents, students, police, and the general Brighton-Allston community. Not only is there the basis for direct influence, there is also a basis for bringing the various groups into interaction with one another. The ability to influence and monitor the interaction of these groups constitutes a powerful means of preventing and/or intervening in a crisis.

The next sections provide a more detailed examination of the Advisory Council, Support Teams and Support Team Training (hereafter referred to merely as "Training"); communication within the Project; and, Project management.

II. THE ADVISORY COUNCIL

A. Project Director's Statement

The following statement on the nature and work of the Council was distributed on April 5, 1973 by the Project Director:

THE ADVISORY COUNCIL

The Advisory Council was the first body of the CPI Project to be established. The goals of the Council are: to disseminate information about the Project, and to advise the Project Director on matters of policy relating to the Project.

The Council is made up of parents, pupils, police, faculty, administration, and community personnel. The first Council meeting was held on November 29th, and meetings have been held monthly since then.

Some of the issues which have been dealt with by the Advisory Council are:

1. Appraising work tasks to be performed by various consultants.

2. Suggesting ways to encourage parent participation in the formation of the individual Support Teams.

3. Recommending that the label 'crisis' not be used in dealing with news media.

4. Answering a questionnaire to discover their informational needs, receiving the results of same, and receiving the Interim Report in response to questions identified.

5. Discussing the drug problem in the Boston public schools and identifying the need for parent drug education. (This need is being worked on by George Burnish, a Suffolk University student working with the Project).

6. Formulating the plan by which all police interested in CPI and all members of all Support Teams had the opportunity to meet informally, become acquainted, and finalize their choices as to Support Team members.

7. Hosting a Title III on-site investigation team who spent two days appraising the progress of the Project.

8. Developing and designing an outline for an informational brochure to be mailed to all parents and community agencies.

B. Survey of January 11, 1973

A questionnaire administered to the members of the Council present at the January 11 meeting gave the following group picture. (The questionnaire used, and the tabulated responses appear in Appendix A.) Feelings of personal involvement in the Project were reported as fair or better. Possession of adequate information for effective Project participation ranged pretty evenly from "lack information" at one end to "have enough information" at the other. Members' perception of the role of the Council was somewhere in between being unclear about some things and fairly clear in general. Members felt that the composition of the Council made it fairly- to very-well representative of the community, and fairly- to very-effective in fulfilling its role in the Project. Council members were quite pleased with the Project Director and the various professionals working on the Project. Primarily in response to the questionnaire results, the Project Director decided to prepare the "Interim Report" (see Appendix B).

C. Procedures and Developments*

During the first part of the year the agenda, content, and direction of Advisory Council meetings was provided by the Director. To a large degree, this way of proceeding was dictated by the reality of the Council members coming on board a program that had already been designed and that was in the midst of being born. As other parts of the Project have fallen into place, however, the Director has moved to give the Council more of a life of its own--both in her conduct of meetings, opening up agenda setting to the entire group, and in charging the Council with selecting their own chairperson. With greater knowledge, the addition of members who have raised questions basic to the work of the Project, and the Director's efforts to promote greater participation, the Council is slowly coming to have a greater sense of itself. A growing focus of attention has been the problem of drugs--an area with which several Support Teams are concerning themselves. The Council may move to develop a drug education program for parents.

The Advisory Council's sense of self-direction and leadership, however, is still fairly low. The importance of the Council and the recommendation that they be provided training which would foster their development is discussed shortly.

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*A more detailed account of the functioning of the Advisory Council will be found in the "Interim Evaluation Report," pages 13-16, submitted to CPI by Data Education Incorporated.

The following section reviews a second survey which is congruent with the evaluator's perception that the Council is still relatively underdeveloped.

D. Survey of April 2, 1973

A questionnaire (which appears with tabulated data in Appendix A) much like the one of January 11 was administered during the April 2 Council meeting. Where the first survey was taken by 17 people, the second was taken by 13 individuals, some of whom were not members of the Council as of January 11. These factors must be taken into account in assessing the results of the survey.

The responses to the questionnaire indicate that Council members felt "fair" to "very" involved in CPI, but were at best only fairly well-informed of Project activities. Perception of the role of the Council in CPI was evenly distributed between "very unclear" at one pole and "mostly clear" at the other. The community representativeness of the Council was seen as less than "fair," and the feeling was that Council membership would make it fairly effective in fulfilling its role in the Project. On the average there was satisfaction with the structure of the Project, and Council members felt they had been given an opportunity to contribute to the work of the Project. Council satisfaction with the functioning of Ann Foley was very high. The Staff Consultant, Training Director, and Evaluator were given high ratings, and a majority said that these professionals should attend Advisory Council meetings.

E. Discussion: Importance of the Advisory Council

The Advisory Council consists of many of the community leaders who would respond to a school crisis whether there were a CPI Project or not. The membership of the Council is its potential power. If these leaders and representatives can become a functioning group prior to the occurence of a crisis, then the groups which they represent are less likely to become divided and antagonistic to one another in a crisis situation. At the least, a forum has been established for these individuals to communicate with one another. At best, such a group, speaking with one voice, will have a tremendous influence in defining the issues of a crisis situation and in monitoring and counteracting the spread of inflammatory rumor and distorting propaganda.

The Council can, by virtue of its membership, provide a great deal of support to the Support Teams. When a crisis occurs, the Council can be a source of ready information to the Support Teams regarding the larger Brighton-Allston context in which the Support Teams operate. The Support Teams thus have an opportunity to receive input on community reactions and perceptions of a situation which, without a Council, the Teams could only speculate or make conjectures about.

The Council, because it represents the peers of a large proportion of the individuals who would be involved in any particular school/community crisis--be they students, teachers,

administrators, parents, and/or police--can wield a great deal of influence with crisis participants.

A third function which the Council can perform in a crisis situation is to localize and delimit the arena of crisis. When a crisis occurs, various groups often seize on such events to push for their long-standing objectives and/or to express continuing dissatisfactions. The Council, again because it can lay claim to legitimately representing the community directly affected by a crisis, can speak authoritatively in defining the nature and scope of the matters at issue in a crisis situation. Clearly, when parents, students, teachers, police, fire department, and school officials speak together, they speak more strongly than when each expresses their own particular point of view to the larger public.

The Council also has a crucial role in crisis prevention. If Support Teams come to function less as neutral third parties intervening between "warring factions" in a crisis situation, and come to define their roles more as community representatives focusing community concern on school/community problems, they could take their lead and mandate from the Advisory Council. Through the Council, a Support Team could work to raise community consciousness of what is happening to youth in and out of schools--thus serving as a catalyst for community awareness.

F. Recommendation: Training for the Advisory Council

The foregoing discussion indicates how influential a role

the Advisory Council could play in crisis prevention and intervention. Training which would increase group cohesion, broaden understanding of the nature, sources and types of crisis, as well as the range of methods for responding to actual and potential crises, and, help the group to take affirmative preventative action, would be money well spent. What seems quite apparent from this year's rushed experience is that time must be found to develop a climate in which people can develop a structure for mutual planning, assess their own, and community needs, and define objectives and programs for reaching those objectives.

III. SUPPORT TEAMS AND SUPPORT TEAM TRAINING

A. Methodology: A Caution

The assessment of the Support Teams and their Training has some important limitations: First, there are few points of comparison. Second, the data-base is small. Third, the Training is still in progress and will, in some instances, continue into a late June, two week residential program.

Where each team started from is not known. Whether the Training of a team and whether the team's performance fits the real needs of its school is only assessed indirectly via the questionnaired response of Support Team members. The contract given to Data Education did not include enough money to pay for any first-hand assessment of the functioning of the Support Teams. Nor did it provide for assessment of crisis proneness in a school before and after the work of the Support Teams. The evaluation of the Support Teams and the Training they have received is based on a small number of conferences with the Project Director, the Training Director, the three other trainers, and a brief questionnaire filled out by members of four of the Support Teams in early April, and by the Brighton Team in early May.

B. Definition of Support Team Role

The original proposal cast the Support Teams in the role of assisting the Primary Team of mental health professionals--

"somewhat analogous to the relationship between the physician and the nurse practitioner" (p. II-B-7 of the original proposal) to provide support to Principals and Headmasters. With the deletion of the Primary Team from the design of the Project, the relationship of the Support Teams to other parts of the Project and to the schools became less clear.

The Project Director defined the objectives of the Support Teams in the following terms in her "CPI Interim Report":

> The goals of the pilot project for the five schools involved...are: to develop an operational program of crisis prevention that would alleviate in-school forces which lead to discontentment and/or crisis, to undertake a survey of the needs of the schools to prevent disruption, and to design an instrument to test from crisis proneness in a school (p. 1).
>
> The tasks for the Support Teams are to identify areas of training which are needed in their specific school situation, to increase their own understandings of the forces which cause disruption, to plan specific intervention procedures, to meet with their Headmaster monthly regarding implementation of plans which they have developed, and to meet with their Advisory Council parents monthly to gain a perspective on the progress of the project in its entirety (p. 9).

C. Development of the Support Teams in General

The task of assessing crisis proneness and diagnosing disruptive in-school forces, is closely tied to the Needs Assessment Survey (N.A.S.) performed by University Consultants, Incorporated. The present evaluation report does not include an examination of the N.A.S. as a scientific instrument. It does look at its place in the development of the teams.

The N.A.S. was one of the most concrete things CPI did, and, it was done shortly after the Support Teams had formed and were, to one degree or another, feeling at loose ends about what was to be done next. The N.A.S. was used by Steven Fischer of University Consultants as part of the training of the teams. The Survey's derivation, administration, and analysis were used to acquaint the teams with the nature of crisis in a conceptual and in a concrete way. Dr. Fischer found, however, that the two, one and a half hour, meetings of each Support Team that he attended were not enough time to get into these matters fully, though he did feel that looking at the N.A.S. had been educative for the teams. He felt that at that time, late January and early February, the Support Teams had become amazingly well engaged in the Project. He also sensed, though, that some teams which had been meeting were beginning to wonder just what it was they were all about. The N.A.S., Fischer said, seemed to meet a need for something concrete.

The use of the N.A.S. for training purposes seems to have ended with the (as planned) ending of Dr. Fischer's direct contact with the teams. The trainers (of the University of Massachusetts, Institute for Learning and Teaching) did not use the Survey as a takeoff for further educating the teams in the nature of crisis prevention/intervention. The N.A.S. data analysis did not produce results which the Support Teams found very usable. This reflects the fact that once the data was collected, there was little contact and interaction between University Consultants and the Training Director.

The last comment points to a characteristic quality of the Support Team training, namely, the nondirective stance taken by the trainers. The writer is not in a position to judge whether the training should have included more substantive education in the nature of crisis prevention/intervention, and more directive leadership in the development of Support Team objectives and programs. The trainers appear to have cast themselves in the role of group facilitators--waiting for the group to define its needs and objectives, and, utilizing the behavior of team members as a vehicle for exploring the attitudes of team members and the groups which they represented.

Again, it must be stated that the description of the type of training that was provided is a generalization based on very impressionistic data. The type of training described above is often an extremely powerful form of training. The questions remain, however, whether this was the sort of training that the Project Director contracted with the Institute for Learning and Teaching to provide; and, whether the individual members of the Support Teams were clear about, let alone entered into a verbal contract with their trainer for, this kind of training.

The contract between CPI and the Institute (see Appendix C) would seem to indicate a more substantive type of training than appears to have been provided. The accounts of the trainers and the questionnaires taken by members of the Support Team (presented in the next section) provide a mixed picture on the

consequences and effectiveness of the training. What is quite clear is that there was a profound gap in communication, understanding and perspective between the Project Director and the Training Director. This is commented on at greater length in Section V.

To the writer's knowledge, none of the Support Teams have planned specific intervention procedures. This indicates, I believe, the general emphasis of the Support Teams on prevention rather than intervention, reflecting their subjective sense that there are no imminent crises in which they will be called upon to intervene.

None of the teams appear to have identified and pursued areas of training "to increase their own understandings of the forces which cause disruption." The exceptions to this are the two teams which have identified drug use as a problem area in their schools. They have received training from experts in this area, and they will be sending team members to a summer conference on drug use at Yale University. Members of three teams and the Project Secretary will be attending this conference.

None of the Support Teams "meet with their Advisory Council parents monthly to gain a perspective on the progress of the Project in its entirety." All members of all Support Teams, however, were invited to attend an Advisory Council

meeting on April 25, and approximately 30 Support Team members did attend this meeting and did have an opportunity to learn what other Teams were doing and about general efforts of the Project.

The Support Teams at the two parochial schools do have regular contact with their Headmaster via the, in one case periodic, and in the other regular, attendance of Team meetings by the Headmaster. The public school Support Teams do not have regular meetings with their Principals. Again, Support Teams have not developed any plans whose implementation needs to be discussed with the Principal/Headmaster of the school.

D. Individual Support Teams

As suggested to the writer by the Training Director, Support Team development seemed to depend upon a school situation being neither one of immediate crisis nor one without any apparent problems. To illustrate: English High was so taken up with "the building issue" that the Support Team's activities seemed quite pale and held few participants, while at the other end of the spectrum, Mt. St. Joseph's Academy was so homogeneous and had so little of crisis dimensions that its full and regularly meeting Team never found something with which to concern itself. While English had their high level of energy diverted from the Team itself, Mt. St. Joseph's could find no source or focus of energy outside itself and was "bored" by much of the experience.

The three other schools, with no immediate crisis and yet with readily identifiable problems, appear to have been the most fertile situations for Support Team development. St. Columbkille's High School and, especially, Brighton High School have strong Teams, very clear areas of concern--namely, drug use, and are pursuing training in this area at present and will be attending a two week residential training program in late June. The Edison Junior High Support Team has been racked with dissension between teachers and parents. The gap between teachers and parents, school and community, however, seems to be one of the greatest weaknesses, one of the likeliest sources of potential crisis for the Edison. Thus, the Support Team is grappling with a most essential matter. Whether the Team will overcome or be overcome by the school versus community split remains to be seen.

In the following sections each Support Team is discussed individually. The surveyed views and opinions presented under "(a) Survey Responses" for each Team are taken from a questionnaire administered to four of the Teams in mid April, and to the Brighton Team in early May. (See Appendix D for questions and responses.) "Trainer's Comments" generally follow. These are based on discussions with the trainers in late March and early April. "Council Presentations" include remarks made by a Team member and/or the Team trainer at the April 25 Advisory Council meeting to which all of the Support Teams were invited.

1. Mt. St. Joseph's Academy

a. Survey Responses. Individuals felt "a great deal" or more membership in their team, and that interaction on the team was "effective." The trainer's interaction with the team was rated slightly less than "fairly effective," and training was viewed as, at best, "somewhat helpful" to the team in setting ist goals and in coming together as a team. The Team was viewed as being well representative of the school community, and, as pursuing goals and activities that met most of the real needs of their school community. Most of those who could do so said they would serve on the Team next year with or without pay.

b. Trainer's Comments. The Team trainer said that the type of training provided had been too ambiguous for the short amount of training time that was available. She, in turn, seems to have alienated a number of people on the Team, particularly the teachers and the Headmaster--who were concerned with her attire. The Headmaster also does not want the trainer, who began working with the Team after the N.A.S. was given, to see the results of the Survey.

c. Council Presentation. The presentation by a Team member covered the following points. The Team is working well together and attendance has been almost perfect. No problems or crises have been solved as yet, but we do see the need to increase the number of parents and students on the Team and get a better cross-section. We are disappointed in the training. We know that training can't do things for us, but we did

expect training to provide help in identifying our problems and to provide training in particular skills.

2. St. Columbkille's High School

a. Survey Responses. Individuals on the average felt "some" or "a great deal" of membership in the Team, and a majority viewed themselves as effectively interacting with each other. The trainer was seen as having "fairly effective" interaction with the Team, and while a majority felt the trainer "had little effect" in helping the team set its goals and come together as a team, an almost equal number gave the trainer higher ratings in these two areas. The Team felt its own membership made it "fairly" to "well" representative of the school community. Opinion was about even as to whether "some" or "most" of the real needs of the school community were being addressed. A majority of Team members said they would continue on the Support Team next year with or without pay.

b. Trainer's Comments. The trainer, who is the same person training at Mt. St. Joseph's, saw this Team as a more mixed group, particularly the teachers. The Team, she said, started out quite open; decided to focus on the problem of apathy; made some plans for a potluck supper; decided the Home and School Association was there to deal with something like apathy; began to wonder what they were all about, and what the training was supposed to do; and then decided to work on the issue of drugs.

c. Council Presentation. A Team member said that they had had some trouble organizing. "When we finally sat down the question was 'Now what do we do?'". The nondirectiveness of the trainer was a problem for a few meetings. We finally decided that drugs was the problem we wanted to focus on, and the trainer arranged for a session with Bill Archey of the Boston University Center for Applied Social Science. This was an excellent program. It looked at the three-way relationship between drugs and kids and parents.

This was followed by a brief but extremely enthusiastic synopsis of the program at Boston University. The presentation was concluded with the comment that there had been excellent attendance and participation of all Support Team members.

3. Edison Junior High School

a. Survey Responses. Individuals viewed themselves as having "some" or "a great deal" of Team membership. Team member interaction was viewed as slightly better than "fairly effective." Most saw the trainer's interaction with the Team as absent or ineffective, but an almost equal number rated it as fairly or highly effective. Opinion was divided on whether the trainer had helped the Team to set its goals or come together as a team, and on the whole he was seen as having had "some" or a negative effect. A majority felt the Team's membership was "not very representative" of the school community, though a sizable proportion felt the Team was "fairly representative" or better.

The Team was rated as dealing with "some" or more of the real needs of the school community. A majority said they would be willing to continue on the Team next year with pay; a majority said "maybe" or "no" to continuing without pay.

b. Trainer's Comment. The team is all white. One parent quit during the first meeting and the replacement quit the following meeting. At the first meeting the question was, "Why are we here?". Parents have felt, and stated their feeling, that they are low man on the totem pole, reflecting the $10/hr paid teachers versus $3.50/hr for parents, and the teachers' domination of meetings. The attempt to get additional parents on the team was unsuccessful until quite recently. The teachers got discouraged about this, feeling it indicated parents' disinterest.

The team identified the areas of drugs, race, and curriculum as issues they wanted to work on. The teachers and students on the Team decided that they wanted to interview and get the concerns of minority groups in the school, namely the Blacks and the Chinese. Because Blacks come in from Dorchester, though, this could not be done after school and so was done during the lunch hour. This, however, precluded parents participating in the activity. Thus, parents felt excluded.

The trainer said that he had tried to legitimatize the strong teacher versus parent feelings, tried to get across that what is brought to Team meetings is representative of the larger situation--but this has not been accepted and dealt with. On

the positive side, the lunch hour discussions with students seem to be a very effective way of getting student concerns.

c. Council Presentation. A parent from the Team said that areas of concern which had been discussed were drugs, curriculum, interracial problems, cultural diversity, and community relations. For the Support Team to work, we need better representation.

At the same meeting, the trainer made the following comments. The central problem has been the composition of the Support Team and the fact that we haven't had consistent representation of certain groups. Teachers have attended consistently, but student and parent participation has been erratic. When you have four intelligent and able teachers attending consistently, the group is unlikely to develop a dynamic that gives equal weight to students and parents. Unequal numbers of teachers, parents, and students, has worked gainst the development of the Support Team. The staff itself does not represent the ethnic makeup of the school community.

4. English High School

a. Survey Responses. At the time of the survey, there were four regular members of the Team--three teachers and one parent. The Team at one time had four teachers, two students, and rotating parents. Reasons for this are discussed below. The survey indicated the highest feelings of membership. Members' interaction with each other was rated as "not very effective,"

"effective," and "couldn't be better." Trainer's interaction with the Team was viewed as "not very effective," "fairly effective," and "effective." Two people said the trainer had been little or somewhat helpful in helping the Team set its goals and come together as a team; one did not answer these questions. While the representativeness of the Team was seen as poor, the feeling was that alot of the real needs of the school community were being addressed. While two of the three said they would continue on the Team with pay next year, all three said "maybe" about continuing without pay.

b. Council Presentation. A teacher from the Team said that they had been mesmerized by the "building issue." This was frustrating, though, because there seemed to be little effective action they could take. The CPI/English High Support Team, for instance, was not going to be able to successfully organize Roxbury.

The Team trainer made the following comments: We had to sort through a whole lot of issues. During some early meetings teachers spent alot of time finding out from the one parent there, how parents viewed English. Later, teacher concerns began to emerge regarding discipline, security, environment, and work environment. A lot of energy was drained away by concern on raising awareness of the issue through the media. The new building was a physical/psychological presence that could not be ignored.

The building issue created a lot of dissatisfaction. People

wanted to do something, not just plan what they would do in case of a crisis or in order to prevent crisis, though this is supposed to be a planning year.

Three parents have been on the Team at one time or another. Student participation has been most irregular. We came to look at the Team not as a permanently constituted group but as a fluctuating thing with a core of permanent members and others participating periodically. This would be consistent with the norms of the school. For example, the Student Council never has a meeting because there's never a quorum,"different people show at different times."

In ending, the trainer said that "you can't walk into a place like English and lay training on people. My working assumption has been that the people on the Support Team have to identify the needs."

5. Brighton High School

The trainer originally assigned to the Team could not meet when the Team was meeting and so training was taken over by the Training Director. The Brighton High Principal is a member of the Advisory Council. Perhaps for these reasons, in part, the Brighton Team appears to be the most effective one established.

a. Almost to a man, the members said that they "couldn't feel more included" in the Team. Interaction on the team was viewed as extremely effective. The trainer was seen as

interacting "effectively" with the Team. Further, training was rated as somewhat, to very helpful in helping the Team set its goals, and as "somewhat helpful" in bringing the group together as a Team. The majority saw the Team's membership as "perfectly representative" of the school community, and the Team as addressing most of the real needs of the school community. All but one member of the Team said that they would continue next year with pay, the exception saying "maybe." Without pay, three said "yes," two said "maybe," one said "no," and one did not respond about continuing next year.

b. Council Presentation. A teacher from the Team made the following remarks. We have a viable and effective group. We were careful and painstaking in selecting members. The basic criterion for selection was whether we felt we could work with the person. Potential problem areas that have been identified are: teacher attitudes, student attitudes, racial tension, and drugs. We administered a teacher and a student questionnaire [i.e., the Needs Assessment Survey prepared by University Consultants] and are waiting for the results. A number of our Team members will be going to a summer conference on drug use at Yale.

The Team trainer said that the group had decided early on--first, to focus on drugs, and second, to plan and work for continuation next year.

IV. MAJOR DEVELOPMENTS AND TURNING POINTS

This section briefly reviews some salient directions and changes which have led to CPI being where it is at the present time.

A. Organizational Changes from the Original Proposal

1. General Model. Dr. Raquel Cohen's being unable to participate in the program, led to the dropping of the idea of a Primary Team (see Appendix B, page 2). This team of three mental health professionals was to have established a consultive/staff support relationship with the Project Principals and Headmasters, and a development/training/supervision role for the Support Teams. In short, the Primary Team would have been the heart and center of the Project. Developing specific "contracts" with each Principal/Headmaster, and training the Support Teams, the Primary Team would have been in a position to integrate these two key areas, and develop very strong within-school teams.

On the other hand, the Project Director and the Advisory Council seemed, in that design, to have no substantive role in crisis prevention and intervention. This is not good or bad. It is different from the broader base and range of programs which were developed this year: The Project Director's activities in the Brighton-Allston community, and in the Project schools via the "tangent projects" have been most important; and, the power of the Advisory Council, as indicated potentially

by its membership (see above, pp. 10-11), and practically by it movement toward sponsorship of a drug education program for parents, seems quite significant.

CPI has moved away from the professional, mental health, crisis intervention design of the original proposal and toward a community based, educational, crisis prevention model.

2. Training Team rather than Primary Team. As opposed to the plan in the original proposal, neither selection criteria for members, nor the actual membership of the Training Team (as the replacement of the Primary Team) was developed by representatives of the schools in conjunction with either the Project Dir ctor or the Institute for Learning and Teaching. This may not have been as essential as it was in the original design because the trainers, unlike the Primary Team,were not cast in a role of direct contact with the Principals/Headmasters. On the other hand, the trainers are working with Support Teams who are to work directly with a Principal or Headmaster. The reduced time available during the CPI pilot year prevented school representatives' participation in trainer selection.

The Primary Team (according to the proposal) was to receive training "in Boston public and Catholic school customs and policies by representatives" of these schools. The members of the Training Team have not received such training from said school representatives. This was not thought to be necessary. Indeed, it was in part the Institute's previous experience in working

with Boston public and Catholic schools that led to their selection for the Project. Additionally, the Institute had been involved in the development of the original proposal, had done prior work in the area, had trained the interviewers of the prospective Project Directors, and was able to provide matching funds for doing the kinds of training required by CPI.

The Project Director found some of the trainers wanting in their knowledge of school customs and policies.

B. Liaison with Principals and Headmasters

The Support Team training function of the Primary Team was taken over by the Institute for Learning and Teaching. The Primary Team's consultant/staff-support role with the Principals/Headmasters, though, remained unfilled. Happily, Bernard LaFayette, Jr., a student in the Harvard Graduate School of Education's Administrative Careers Program, chose to work in this area of the Project.

The liaison role played by Mr. LaFayette has been most crucial in the accomplishments of CPI during its first year. While Principals/Headmasters were directed to participate in the Project by their superiors, some of them began with a good deal of disbelief and distrust in the Project. One Principal expressed most directly, his wait-and-see attitude and his skepticism: "After all," he said, "we've been handling our problems for a long time, and now they come in here, so-called experts, and are going to tell us how to run our schools."

Apparently, Mr. Lafayette and the Project as a whole allayed Principals' fears that they would be bypassed and undercut.

The following remarks abstracted from Mr. Lafayette's most recent progress report describe the objectives and procedures of his work.

> Shortly after the project got underway, Miss Ann Foley... and I...observed that the revised project proposal did not provide the Principals/Headmasters and key administrators an opportunity to have sufficient input into the project during the pilot phase.
>
> It was felt that the Principals/Headmasters' awareness, input and commitment of/to the project was most crucial to achievement of the stated goals of the project. ....
>
> I, as consultant, was, therefore, hired to provide liaison and resource services to the Principals/Headmasters. My role provided the Principals with central and concentrated linkage with the overall project. The following steps were taken:
>
> 1. There was an orientation with the Project Director.
> 2. There was an initial conference with all five Principals/Headmasters of the schools involved in the project (Brighton High, English High, Edison Junior High, St. Columkille and Mt. St. Joseph's).
> 3. There was a conference with area 6 public school superintendent and the superintendent for the parochial schools involved.
> 4. I served as a member of the advisory council in the capacity of a consultant.
> 5. An opinion survey was designed and administered
>   a. to determine the extent of knowledge and the opinions Principals/Headmasters had concerning the project.
>   b. to gather information from the principal as to how the project could be of help to him or her.

6. The data was analyzed and follow-up meetings were scheduled.

The needs of the Principals/Headmasters varied according to the individuals, from developing confidence in the overall project to additional facts and explanation concerning various aspects of the projects.

C. Police Participation in Support Teams

A major hurdle negotiated by the Project Director was involvement of the Police. The original proposal called for the teachers, parents and students on each Support Team interviewing police officers and then selecting the one with whom they wanted to work. This procedure was not acceptable to the police officers. Lt. Kelly, the police officer on the Advisory Council, said that the (above) procedure used by the Teams was like "being called on the carpet," and thus unacceptable to his men. There also seemed to this writer to be an attitude on the part of the officers which went something like: "We represent authority; authority cannot be questioned; therefore, we cannot be questioned."

The solution developed by Ann Foley and the Advisory Council to the impasse which had developed was to have all the officers meet with members of all the Teams in a social situation, after which the Teams would give Ann Foley their first choices and the officers would give Lt. Kelly their preferences, and the two would work out the officer-Team assignments. This worked quite well.

The Edison Junior High's officer has not been attending Support Team meetings due to particular circumstances. English High has not had a police officer, the difficulty here arising from the fact that English is in another police district.

D. Tangent Programs

As already suggested, these programs in the Project schools have increased the exposure and credibility of CPI. Principals/ Headmasters and teachers saw that CPI could do something for them and their students--in terms they understood and accepted. Tangent programs have included:

1. a mini course in Crisis Management at St. Columbkille's,
2. a one-day Urban Education Seminar for students from Mt. St. Joseph's Academy, which included meeting with Boston School Committeeman Paul Ellison and a visit to the Commonwealth Department of Education,
3. a mini course done through the Flexible Campus at Brighton High School, and
4. a cooperative venture with the CRASH drug education program of the Curriculum Department of the Boston Public Schools.

E. Prevention: The English High March

The Project Director was directly involved in the demonstration/march by English High School teachers and students following the School Committee decision to have Girl's Latin rather than English occupy the tower building. Ann Foley spoke to teachers and students at English High. She encouraged students on the street to take the day off rather than go to the School Committee

Office at 15 Beacon Street, feeling that reducing the numbers in such a situation would reduce the likelihood of things getting out-of-hand. Miss Foley also mixed with students who were standing outside of the School Committee Office, feeling that there, rather than inside the office, was where trouble would start if it started at all. Miss Foley spent an hour before school opened the following day talking to students waiting outside of the English building.

F. St. Louis Conference on Desegregation of Schools

The CPI Project Director was directed by Superintendent Leary to select and lead a team to attend a conference in St. Louis on school desegregation. The individuals chosen to go to this conference were, in addition to the Project Director, Joe Smith, an Advisory Council member and President of the Allston Civic Association; Betty Feldman, Guidance Counselor at the Edison Junior High and a member of that school's Support Team; Bernard LaFayette, Staff Consultant; and, a teacher aide from the Lewenberg Junior High School in Mattapan. Attendance at this conference appears to have, first, helped those attending enlarge and clarify their own views and understandings, and second, solidified membership in CPI.

V. PROJECT MANAGMENT AND COMMUNICATION FLOW

Project managment has been assessed by reviewing the accomplishments of CPI during its pilot year. The brief comments

in this section deal with areas where it appears that better coordination between different parts of the Project might lead to improved performance.

The many sided nature of CPI is both its strength and its potential weaknesses. When the writer first became acquainted via Miss Foley with the original Project proposal in mid November 1972, my opinion was that the Project would have grave difficulties in pulling together its various functions and parts. In part as a result of this discussion, the Project Director made some structural changes in the Project, channeling more of its work through her own office, and the Advisory Council.

The greatest communication gap existed between the Project Director and the Training Director. This statement refers to "communication" both in the simple sense of getting together and talking, and to the more complex sense of being able to share perspectives and come to some common understandings. Both appear to have been greatly lacking between the Project Director and the Training Director.

There were numerous junctures at which Miss Foley was not able to reach Si Wittes with repeated phone calls, did not have her phone calls answered, and did not have letters responded to. She has documented these instances in a separate report. Over and above this, the writer has a very clear perception of

Miss Foley and Dr. Wittes approaching schools, education, training, and related areas from a different perspective. This has resulted in a number of clashes and dissatisfactions on the part of Miss Foley. Without going into great detail, the Project Director expected the trainers to take a more directive role, and, she expected to be kept informed of what was going on with the Support Teams, to a much greater extent than occured.

Very much related to this, Miss Foley and Dr. Wittes had informally agreed early in the year that he would work as the operating officer, and would provide Miss Foley with information on how the Support Teams and their training was going. Miss Foley felt that this was not done and that in fact there was a role reversal with she herself having more direct contact with the schools and the Teams, and feeding Dr. Wittes detailed information on what was happening in the Teams.

When the writer met with Dr. Wittes in mid January 1973, I shared my perception at that time that while Ann Foley had put the Project together, its center and leadership was shifting to Dr. Wittes, so that the roles of the two might, on the model of a corporation, be described as Ann Foley as Chairman of the Board, and Si Wittes as President. Dr. Wittes said that he thought this was an apt analogy. He did not, however, go on to play this role. Specifically, he did not coordinate the functioning of the Needs Assessment Survey Team, or of the Evaluation with the Training.

The writer made the suggestion in his Interim Evaluation Report to the Project Director that there should be a regular opportunity for the professionals involved in the Project, namely, the Needs Assessment Survey Team, the Training Director, the Staff Consultant, the Evaluator, and the Project Director, to meet and share information. Such meetings were called twice by the Project Director and proved most useful in keeping people up-to-date and in coordinating the different parts of the program. The Training Director had separate meetings with Bernard LaFayette and with Steve Fischer of University Consultants. Bernard LaFayette and Steve Fischer met three times with each other.

VI. RECOMMENDATIONS

The following recommendations directly follow from, or repeat, previous comments, and so are presented with little further explanation.

A. The Advisory Council should have professional training/ consultation to foster the development of their group cohesion and task effectiveness.

B. The Project should provide liaison and consultation to the Principals/Headmasters, either by means of appointing a person to perform this role or by making it a primary responsibility of the Project Director.

C. The Training Director's responsibilities for overall Project management and coordination should be clarified. The Project Director having a "Chairman of the Board" and the Training Director having a chief operating officer role seems appropriate.

D. There should be regular meetings of the professional personnel working in the Project.

E. Periodic meetings of Support Teams with one another, and of the Teams with the Advisory Council, should be made a regular part of the Project. These meetings provided particular groups with an enlarged understanding of CPI.

APPENDIX A

ADVISORY COUNCIL QUESTIONNAIRES & RESPONSES

JANUARY 11, 1973

APRIL 2, 1973

ADVISORY COUNCIL QUESTIONNAIRE & RESPONSES

1. How involved do you feel with the Crisis Prevention-Intervention Project?

	barely	not much	a fair amount	very involved	maximum involvement
*		1	10	4	2
**		1	8	4	

2. Do you feel you have been given adequate information to participate effectively on the Advisory Council?

	lack information		fairly well informed		have enough information
*	5		5	2	5
**	3	2	5	3	

4. Is the role of the Advisory Council in the Project clear to you?

	very unclear	unclear about some things	fairly clear	mostly clear	perfectly clear
*	2	6	4	3	2
**	3	3	4	3	

6. Do you feel that the composition of the Advisory Council:

   a. adequately represents the community?

	no	not much	fairly well	very well	excellently
*	1		8	8	
**	3	1	7	2	

*January 11, 1973
**April 2, 1973

6. Continued

b. makes the Council effective in fulfilling its role in the Project?

	no	not much	fairly well	very effective	most effective
*		1	8	7	
**	1	1	7	4	

7. How satisfied are you with the structure of the Project?

	quite unhappy with it	fairly well satisfied	satisfied	very pleased	find it excellent
*		5	5	3	1
**	1	4	3	4	1

8. How satisfied are you to date with the functioning of:

a. Ann Foley - Project Director

	extremely unhappy	fairly unhappy	it's okay	quite pleased	extremely pleased
*			4	7	5
**				7	5

b. Bernie Lafayette - Project Staff (Liaison with Principals and Headmasters)

	extremely unhappy	fairly unhappy	it's okay	quite pleased	extremely pleased
*			3	5	1
**			1	5	1

*January 11, 1973
**April 2, 1973

8. Continued

c. Si Wittes - Support Team Training

	extremely unhappy	fairly unhappy	it's okay	quite pleased	extremely pleased
*			2	6	3
**	1	2	4	1	

d. David Marion - Evaluation

	extremely unhappy	fairly unhappy	it's okay	quite pleased	extremely pleased
*			2	5	1
**			3	4	1

9. Do you feel you have been given the opportunity to contribute to the working of the Project?

	bad	poor	fair	good	excellent
**		1	3	5	2

10. Should consultants attend Advisory Council meetings?

	yes	sometimes	no
**	5	3	1

*January 11, 1973
**April 2, 1973

ADVISORY COUNCIL QUESTIONNAIRE & RESPONSES

QUESTION 3:

What areas do you feel you need more information on? Please list.

JANUARY 11, 1973

a. Team reports from schools.

b. Specific directions from here.

c. Use of needs assessment instruments.

d. Function of Support Team.

e. I don't really know what the exact role of the advisory council is. We seem to discuss-more the role of the support team. How do we relate to the support team in our own schools?

f. Changes from original program.

g. What are the goals for this program? Can it be explained in more detail, its function.

h. What do we play as our role in recognizing a crisis at a given time?

i. Overall purpose of program.

j. Goals of program.

k. What is my role on advisory council?

l. Role of Support Team.

m. I am new to the program. I am not capable of answering this questionnaire adequately.

n. General function of the council itself, as well as the people on the council and their various functions.

o. At present:
   a. Happenings in individual teams
   b. Potential crisis in individual schools
   c. Strategies of individual teams for support of entire student-faculty body
   d. Communication process with community-at-large

p. The original grant should be made clear or public for what the purpose of the project is really for.

(Four people did not answer the question.)

APRIL 2, 1973

a. What specific goals we are striving for - not in generalities.

b. (1) More details on the roles of the council.
(2) The exact aim of the council.

c. Support Teams.
Kind of training support teams are receiving.

d. What has been accomplished by the Support Teams in each school?

e. Results of questionnaires.

f. Role of Administrators/Principals on advisory council.
Input from individual Support Teams.
Staff meetings with consultants.

g. Support Teams.
Overall and ongoing direction of grant.
Backup materials on all phases of project.
Interlocking of various segments of grant.

h. Support Teams
Minority Information
Problems in Schools
Young People

i. Actual function of advisory council. Is it possible to involve more students, especially boys.

j. I'd like to know more about our connection with the Support Team. I have not communicated too much with them, and feel I probably should.

k. Support Teams

l. Its relation to Support Teams.

(One person did not answer the question.)

ADVISORY COUNCIL QUESTIONNAIRE & RESPONSES

QUESTION 5:

How would you describe the role of the Advisory Council in the Project?

JANUARY 11, 1973

a. (1) Direction
   (2) Sharing
   (3) Mutual Support
   (4) Communication

b. The Advisory Council should act as the Board for all the members to bring the progress reports from their Support Teams - discuss them with other members and be sure they are on the right track - settling questions raised by others may very often clear up problems in other minds.

c. I really don't know. I would like to discuss it more. I think Miss Foley has tried hard to get to us, but there have been so many things concerning support team which needed our attention. I have only been trying to tell the support team and people I meet about the whole program. I am beginning to see us as liaison people among schools - right?

d. Don't know yet.

e. To assist the support teams and other functions of the program. However, what the specifics of my role are is not quite clear to me. (Comment: As the discussion went on this evening, some of my questions have been enlightened.)

f. Review and critique periodically work of support teams, University Consultants, Institute Teaching & Learning, other participants.

g. Information Sharing - Self Education

h. I think the role of the Council is to try to improve the process of education and learning. We are trying to find out the problems which are causing major crises in the schools.

i. The Council is an advisory body that is a center of all the supportive teams. The Council gives direction and ideas to all these teams.

j. At the present time, I would see it as one that supports and encourages the individual teams that are being formed in the five schools. I see it as evolving with a council that would oversee and give definite direction to the project as a whole. It will also serve as a level of communication between the participatory schools and the community at large.

k. A big question in my mind.

(Six people did not answer the question.)

APRIL 2, 1973

a. I would like to have a copy of the description and outline of the entire project.

b. To disseminate information, and to exchange ideas, to hopefully seek out a problem, and try to correct it. Also, to make this problem aware and known to all.

c. The main purpose is to assist Miss Foley in any way that I can. Also, to assist in making this program known to the community.

d. To aid and assist the director of the project.

e. The Advisory Council should be the center of all information. Supportive teams should tell us what they've done and how they've done it. This would give members of other support teams the chance to use what they've learned from the experience of other teams.

f. Being a pilot program, I think it is difficult to be specific about the role we have performed. However, I feel we are getting direction as liaisons between the schools and the community, definite and positive communication has been established with the parochial and public schools, and we will function as advisors to the support team when they have more specific directions.

g. It has been too theoretical up to this point. Hopefully, after the results of the Needs Survey, it will evolve into something more definite.

h. Vague, unrelated, "tokenism".

i. Unsure as to what it can do or cannot do.

j. I can see the Advisory Council functioning as a great support to Support Teams, etc. I feel the Advisory Council should draw up an outline together to be brought each week to the Support Team.

k. I think that people in the schools or community can bring to you, as direction, and to us, as participants, new insights on problems. It's healthy to hear viewpoints from different areas of concern.
I also see us as a connecting link between schools.
I think we should be concerned with making the project very meaningful and insure school and community support of it.

l. Generate ideas, and to implement them into a working tool to the advantage of the council - and the working force involved in this council.

m. As the premise making agency for Support Team activity as well as a monitor for their actions.

APPENDIX B

CPI INTERIM REPORT

C P I

INTERIM REPORT

November 1, 1972 - February 1, 1973

Submitted

by

Ann M Foley

Project Director

"PEACE

IS

NOT THE

ABSENCE

OF CONFLICT

BUT

THE ABILITY

TO

DEAL WITH

IT."

TABLE OF CONTENTS

		Page
1.	Introduction	1
11.	Structural Changes	2
111	Consultants	3
1V	Advisory Council	6
V	Police In-put	8
V1	Support Teams	9
V11	Related Tangent Programs	11
V111	Dissemination of Information	13
1X	Conclusion	14

INTRODUCTION

In order to provide all personnel involved with the Crisis Prevention and Intervention Project a clear picture of the progress of the project between Novemberl, 1972 and February 1, 1973, this Interim Report has been prepared.

The CPI Project began on October 24 with the appointment of Ann Foley as Project Director. By November 1, 1972 headquarters were established at 45 Myrtle street, Boston, and the Project Secretary, Marianne Danielse had been hired.

The goals of the pilot project for the five schools involved (English High School, Brighton High School, The Thomas Edison Junior High School, St Columbkille's High School and Mt. St. Joseph's Academy) are: to develop an operational program of crisis prevention that would alleviate in-school forces which lead to discontentment and/or crisis, to undertake a survey of the needs of the schools to prevent disruption, and to design an instrument to test for crisis proneness in a school.

New members of the Support Teams and the Advisory Council should find this report particularly enlightening and helpful in that all major activities in which the project has become involved are described.

STRUCTURAL CHANGES

The original proposal provided for a Primary Team component to be made up of one psychiatrist, a psychologist, and a mental health specialist, and described the in-put of the Harvard Laboratory on Community Psychiatry.

However due to prior commitments, Dr. Raquel Cohen indicated that she would be unable to devote much time to the project so it was decided that the concept of the Primary team be modified, it became less Mental Health oriented and more educationally oriented.

Accordingly, after reviewing the qualifications of various consultants, the Institute on Teaching and Learning was selected primarily because of their expertise in training endeavors, This change was approved by the Title III ESEA Office of the State Department of Education on December 14, 1972.

Another structural change involved the expansion of the Advisory Council to include one representative from the Fire Departments, one Advisory Council Secretary, and one representative from the Brighton Mental Health Clinic. This change was also approved on December 14, 1972.

CONSULTANTS

The original proposal provided for the hiring of several consultants to fulfill specific tasks. Accordingly, several companies were interviewed: Heuristics Inc; Data Education Inc; TDR Inc;University Consultants Inc; Psychometrics Inc; and the Institute on Learning and Teaching at the University of Massachusetts at Boston. The names of the companies which best suited the specific needs of the project were submitted to the Boston School Committee for approval.

The companies were University Consultants Inc; Data Education Inc; and the Institute on Learning and Teaching of the University of Massachusetts at Boston.

Dr. George Nolfi and Dr. Steven Fischer of University Consultants, 45 Hancock street, Cambridge, are co-ordinators of an important component of the project. They are conducting a Needs Survey of the pupils and community (Adivisory Council) to determine the status of specific problems, and are also designing an instrument to assess crisis proneness in a school, and will test this instrument in a given school.

A review of current literature in the field of crisis prevention has laready been completed by Dr. Steven Fischer, and will be available to all members of the Advisory Council and Support Teams during the month of February. On December 18, the Advisory Council examined and discussed the work tasks of University Consultants, and on January 16 their contract was approved by the Boston, School Committee.

Data Education of 440 Totten Pond Road, Waltham, Mass. agreed to monitor a constant evaluation process in order to provide immediate feedback on all positive and negative aspects of the project. On January 11, 1973 the Advisory Council examined the work tasks of Data Education Inc; and the Boston School committee approved their contract on January 16.

Dr. David Marion is the co-ordinator for Data Education Inc; and has already provided the Advisory Council with feedback on a questionnaire they took on January 11. He discovered that Council members were vague on their specific roles, and on the complete structure and progress of the project. This Interim Report has been prepared in response to the questionnaire.

The Institute on Learning and Teaching of the University of Massachusetts at Boston is responsible for the training of the Support Teams in each school. The effort is being co-ordinated by Dr. Simon Wittis. The training will cover the following areas: distinguishing between various kinds of crisis, diagnosing the nature of forces that cause crisis, intervening in crisis situations, and designing and implementing recommendations that respond to problems identified in the School.

Harvard University Graduate School of Education was co-operative in furnishing us with a contact/resource person to work specifically with all administrators in the program. Bernard Lafayette has already met with and interviewed all public and parochial Headmasters/Principals. His contract was approved by the Boston School committee on January 16.

A February meeting is planned for all administrators in the project,

to provide each with the opportunity to discuss the program of the project in his/her school. This will actually provide a unique forum for examination of common problems from the administrative viewpoint.

ADVISORY COUNCIL

The Advisory Council was the first body to be established. The Council's goals are to disseminate information and to advise the Project Director on all matters of policy relating to the project.

The council is made up of five parents, one from each school, one representative from the Brighton Mental Health Unit, one representative from the the Brighton-Allston Civic Association, one Police officer, one Fire Captain, one Probation officer, one representative from the Brighton Legal Assistance office, one teacher from the public and parochial schools respectively, one representative from the Boston Teachers' Union, one Headmaster/Principal from the public and parochial schools respectively, the Project Director, the Project secretary, one administrator from the public and parochial schools, one pupils from the public and parochial schools respectively, and all staff consultants are also members of the Council.

Council meetings are utilized to provide the members with a clear picture of the Work Tasks of each staff consultant, and of the progress of each Support Team. The Council has met four times and plans its next meeting for the evening of February 13.

Already the Council has been influential in designing a means by which the police component of each Support Team could be finalized, and has also agreed that the Project should be known as the CPI Project, particularly in dealing with the news media.

ADVISORY COUNCIL MEMBERS

Priscilla Babcock
Sister Mary Black
Bob Carroll
Mary Cass
Marianne Danielse
Sister Marie DeLourdes
Betty Feldman
Steven Fisher
Ann Foley
Jay Fund
Paula Funk
John Golner
David Jackman
Ron Johnson
Lt. John J. Kelley
Bernard Lafayette
Charles Leftwich
Dave Marion
Dr. David Mirsky
John McGourty
George Nolfi Jr.
Rosario Scarcella
Joe Smith
Edward Stadolnick
Don Stevens
Rev. Eugene Sullivan
Captain Joseph Tehan
Frank Tracey
Sister Valentina
Linda Vincent
Peter Walsh
Si Wittis

POLICE IN-PUT

Lt. John J. Kelley, the Community Relations Officer at Station 14 in Brighton is the police co-ordinator for the Project, and also serves on the Advisory Council. He was influential in the planning of the original proposal and has provided the Project Director with invaluable assistance, Selection of Policemen to serve on each specific Support Team originally became a slight problem, as the proposal had stated that pupils and faculty were to interview police officers and choose those whom they felt they could work with best. This process was not agreeable to the Police, and accordingly, the Advisory Council designed a compromise by which all interested police officers and all members of all Support Teams would meet informally, become acquainted, and then cast ballots for their first, second and third choices. This meeting was held January 17, at Brighton High School and by January 19 Lt. Kelley had matched the responses of the Officers and the Teams and assigned each Officer to a specific school.

The results were:

St Columbkilles	Officer Frances Callahan
Mount St Joseph's Academy	Officer John Fitzgerald
Brighton High School	Officer Harry O'Malley
Edison Junior High	Detective Robert Ryan

Detective Francis A. Casey is an alternate who will work with all teams in the event of sickness or conflicting assignments on the part of his colleagues.

All involved were notified as to the outcome, and the process proved satisfactory to teachers, pupils, parents, and police alike.

SUPPORT TEAMS

Formation of Support Teams in each school became a priority in late November. Because of the difficulties in arranging meetings during the Thanksgiving holiday and Christmas holidays the initial thrust was towards the four schools in the Brighton area where the community had already become involved through the Advisory Council.

With the advice of David Jackman, Senior Supervisor of Title III ESEA Projects of the Department of Education, it was decided that a major effort should be planned for English High School during the month of January particularly because experience gained in forming the other Teams could be applied to the formation of the Team at English High School.

Support Teams are made up of four teachers, two pupils, two parents, and one policeman, and are now complete in four of the five schools.

The tasks of the Support Teams are to identify areas of training which are needed in their specific school situation, to increase their own understandings of forces which cause disruption, to plan specific intervention procedures, to meet with their Headmaster monthly regarding implementation of plans which they have developed, and to meet with their Advisory Council parents monthly to gain a prespective on the progress of the project in its entirety.

The Team at Brighton High School is made up of: teachers- Thomas Gilarde, Cornelia Kelly, Gloria Pope and Eileen Pembroke; students: James Thames and MArianne Cellucci; Police: Officer Harry O'Malley; and parents: Shirley Laime and Christine Darcy.

The Team at Mount St. Joseph's Academy consists of: Teachers- Sister Delourdes, Sister Duffy, Sister Valentina and Sister Quility; Students- Eileen King and Susan Mazzola;Police- Officer John Fitzgerald; and parents- Elizabeth Kulas and Barbara Fitzpatrick.

The Team at the Thomas Edison Junior High consists of:Teachers- James McNiff, Betty Feldman, Jeffrey Blum and Rosario Scarcella;Students- Kevin Volz and Francis Economos; Police: Detective Robert Ryan; Parents- Evelyn Deutshman and Carol Smith.

The Team at St Columbkille's High school consists of: Teachers-Steve Poirót, Sister Hartney, Sister Keese and Francis Dillon; Students- Kathleen Carey and Patricia Wright; Police- Officer Francis Callahan; and Parents- Mrs. Smith and Mrs. Cugini/

The Team at English High School consists of: Teachers- Peter DeRoeve Richard Ryan, Robert Brown and Vernon Polite; Student- Sydney Milton.

RELATED TANGENT PROJECTS

The project has engendered varied offshoots; among them have been two particularly interesting tangent programs.

The first program is now in operation at St. Columbkille's High School and is actually a Crisis Management mini course. Project Director, Ann Foley with the advice and suggestions of a member of the Advisory Council Jay Fund, of the Brighton Legal Assistance Office, drew up a questionnaire to discover just what type of course the students would be interested in. The results of the questionnaire indicated that students favored a crisis management course encompassing such topics as violence in America, vandalism, youth in confrontation, etc.

Another program, an Urban Education Seminar was held on January 30 for students at Mount St. Joseph's Academy. Sister Mary Elizabeth and eighteen students listened to guest speakers Paul Ellison Boston School Committeeman and Jay Fund of the Brighton Legal Assistance Project. They also took part in a two-hour lecture/discussion session conducted by Ann Foley; topics included accountablity, integration, contract learning, progressivism and utilization of community resources. A visit to the Commonwealth of Massachusetts Department of Education was enhanced by informational session with Mrs. Joan Shuman of the Bureau of Student Services. Evaluation forms made out by the participants indicated the phenomenal success of the program and voiced the request for a similar session to be held again.

Planning has begun with Mr. John Healy, co-ordinator of Flexible Campus of Brighton High School to conduct a mini-course there during

the March-April term, and Mr. Christopher Lane, co-ordinator of Flexible Capus at English High School has indicated his enthusiasm at plans for a seminar to be held at English High School.

Liason has also been established with the Department of Justice. At a meeting with Ms Silke Hansen, Education Specialist, Community Relations Service of the New York Office and Mr. Ed. McClure of the Boston Office, held on January 29; agreement was reached to correlate all similar Prevention and Intervention projects in Massachusetts and to aid any city or town interested in operating a similar project.

At a meeting on February 1, Mr. Paul Shineman, co-ordinator of the Safe Streets Act indicated his intention to work closely with the project, and to act as a liason between the project and similar projects funded under LEAA.

DISSEMINATION OF INFORMATION

Obviously, dissemination of information was imperative to inform the community as to the existence of the program, and as to its basic goals. Accordingly, a news article and photograph were published in the Brighton-Allston Citizen Item. A brief description of the program was submitted to the Curriculum Bureau at the Massachusetts Department of Education for their magazine, Kaleidoscope, and a photograph and article were submitted to Mr. Ronald P. Johnson, Director of Informational Services for the Boston Public Schools, for publication in the Boston Public Schools News Notes.

An interview with the Project Director, Ann Foley, was aired on WRKO on Sunday, January 21, On this broadcast, a Crisis Mailbox was established wherein all students in the City of Boston were invited to mail in comments or suggestions relating to problems in their schools. Already several responses from pupils and teachers have been received.

Plans are being finalized for each Support Team to submit to their local newsppaer a monthly summary of their activities and accomplishments.

During the months of February and March, the Project Director will appear on Classroom In The City, a weekly radio broadcast, hosted by Mr. Ronald P. Johnson on WEZE. Plans are also being made for a feature story in the Boston Sunday Globe.

CONCLUSION

In summary, the project not only has become organized structrually, but also has begun an operaional phase which is progressing at a rapid rate.

The co-operation and enthusiasm of many individuals has been instrumental in the successful commencement of the project: Mr. Charles Leftwich, Associate Superintendent, Mr. John McGourty Area Superintendent, Boston Police Captain Walter Rachalski of Station 14, Mr. Louis De Giacomo of the Department of Safety, Mr. David Jackman Title III Office, State Department of Education, Mr. John Connor of EPC, all Headmasters/Principals, and all members of the Advisory Council and Support Teams.

During the next four months, we look forward to producing a truly unique and exciting model that can be adapted, not only to other schools in the City of Boston, but also to schools in other cities throughout the Commonwealth and the nation.

APPENDIX C

UNIVERSITY OF MASSACHUSETTS

INSTITUTE FOR LEARNING AND TEACHING

CPI CONTRACT

TRAINING PROGRAM

The major thrust of the program will be the development of a supportive team to work cooperatively with the principal in each of the five schools. Training will cover the following areas:

1. How to gather and analyze information about the perceptions of the school and the needs of students, teachers, parents, community members and school administrators.
2. How to distinguish between various kinds of crisis.
3. How to diagnose the nature and location of some of the forces and unresolved problems that lead to crisis.
4. How to intervene in certain types of crisis situations.
5. How to design and implement recommendations that respond to information gathered or problems identified in the school.

The specifics of the training, and the plans developed will be a function of the individual team. The desired outcomes will include:

1. The development of a working supportive team.
2. Assessment of school climate.
3. Increased understanding and skills of team members in the content areas noted above.

4. Plans for intervention in certain types of school crisis.

5. Plans for follow up after the first demonstration year.

The format of the training will embrace a number of methods such as information gathering, lecture input, and small group discussion. All activities will be highly integrated with those of the assessment and instrument development components of the project.

Each team will receive a minimum of 25 hours of training subsequent to team formation and prior to April 10, 1973. Some of the training will be conducted on an individual team basis and some with other teams.

Staff: Project staff will consist of a coordinator and five trainers each of whom will be assigned to one support team. The coordinator is responsible for the design, implementation, and coordination of training. Team trainers will be responsible for the individual team training, and coordination with other parts of the project.

The coordinator, Simon Wittes, Ph.D., has had extensive experience in teaching, school assessment, teacher and administrative training, crisis intervention, and human relations training. Staff members will be assigned to teams on the basis of a "match" between team makeup and staff characteristics.

One such staff member, Fred Gates, M.A., (curriculum development) has taught in elementary and junior high schools, directed community education programs and extensive training programs with parochial school personnel.

APPENDIX D

SUPPORT TEAM QUESTIONNAIRE & RESPONSES

A. MT. ST. JOSEPH'S ACADEMY

B. ST. COLUMBKILLE'S HIGH SCHOOL

C. EDISON JUNIOR HIGH SCHOOL

D. ENGLIGH HIGH SCHOOL

E. BRIGHTON HIGH SCHOOL

SUPPORT TEAM EVALUATION

1. How much a member of your Support Team do you feel?

	no membership	little membership	some membership	a great deal of membership	couldn't feel more included
A.	0	0	1	5	3
B.	0	1	3	3	2
C.	0	1	3	3	0
D.	0	0	0	1	2
E.	0	0	0	1	6

2. How effectively do Team members interact with each other?

	no interaction	not very effective	fairly effective	effectively	couldn't be better
A.	0	0	3	5	1
B.	0	2	1	6	0
C.	0	1	3	2	0
D.	0	1	0	1	1
E.	0	0	0	3	4

3. How effectively does the trainer interact with the team?

	no interaction	not very effective	fairly effective	effectively	couldn't be better
A.	1	1	3	4	0
B.	0	3	3	2	1
C.	1	3	1	2	0
D.	0	1	1	1	0
E.	0	0	1	4	2

6. How much has the training helped your Team to set its goals?

	confused us	slowed us down	had little effect	somewhat helpful	very helpful
A.	0	1	3.5	4.5	0
B.	0	0	5	3	1
C.	1	3	0	1	1
D.	0	0	1	1	0
E.	0	0	0	4	3

7. How much has the training helped your group to come together as a Team?

	divided us	slowed us down	had little effect	somewhat helpful	very helpful
A.	0	0	3.5	4.5	1
B.	0	0	5	3	1
C.	0	2	3	0	2
D.	0	0	1	1	0
E.	0	0	1	5	1

8. Do you think the membership of your Support Team makes it representative of your school community?

	not very representative		fairly representative		perfectly representative
A.	0	1	5	2	1
B.	0	2	3	2	1
C.	3	1	2	1	0
D.	2	0	1	0	0
E.	0	0	1	1	5

9. Do you think that the activities or goals of your Support Team address the real needs of your school community?

	don't address needs at all		some of the needs		addressed all the needs
A.	0	1	4	2	2
B.	0	1	4	4	0
C.	0	0	3	2	1
D.	0	0	1	2	0
E.	0	1	1	2	3

11. Would you be willing to continue on your Support Team next year?

	a. with pay	Yes	Maybe	No
A.		3	1	0
B.		6	2	0
C.		4	3	0
D.		2	1	0
E.		6	1	0

	b. without pay	Yes	Maybe	No
A.		3	2	0
B.		5	2	1
C.		3	2	2
D.		0	3	0
E.		3	2	1

QUESTION 4:

Given what the Support Team has done so far, and at this point in time, what do you individually hope to accomplish by the end of the school year?

ST. COLUMBKILLE-SUPPORT TEAM EVALUATION

a. Have a better understanding of "kids" in general, why many turn to drugs and how to recognize drug abuse and how to handle such situations. Possibly how to prevent such.

b. I am quite disenchanted with the whole set-up so far. As a matter of fact, I have felt a strong inclination to resign. I had hoped for more training and planning to attack possible crises in the school.

c. We have already discussed what some of the problems facing students are, now I think we should try to help solve them.

d. Acquisition of training for crisis recognition and drug education.

e. To be of some help to give a parent's view of the situation.

f. I hope to relate more freely with the other team members.

g. N/A

h. I hope to arrive at a better understanding of what our youth is thinking, feeling, dealing with. I would like to be an effective influence for them. I would like to pinpoint areas of concern and begin to counteract them in some way.

i. We've done little as yet, but we want to fulfill certain goals. I hope to be able to contribute valuable information to the team when needed. I hope to be able to present the views of those I am representing.

EDISON-SUPPORT TEAM EVALUATION

a. N/A

b. Hopefully, at this late date, to have a team for next year that will be more representative of the students and community and to learn from our summary of trials and errors.

c. Would like to get down to training which is so essential and would like to reevaluate the areas of crises as a team after training is complete. Would like to have a voice in how and when meetings are to be run. Involve more minority groups--see equal number of groups (teachers, parents, students) within the support team.

d. An accurate identification of present school problems, including reasons and causes. Also, some possible ideas or methods to solve them in the near future.

e. I hope that I can see a beginning of some constructive effort to save the educative process.

f. Hopefully, a new curriculum, mini-courses.

g. Worked on programs for next year. Mini courses. Worked with Black students on special programs. Worked with Chinese students on special programs.

ENGLISH-SUPPORT TEAM EVALUATION

a. A great deal, considering our limitations.

b. To get an answer on the new finding.

c. I don't think we are going to get anything done this year. We ought to tackle some small issues for practice, after we get enough members to make a viable committee.

BHS-SUPPORT TEAM EVALUATION

a. Not sure.

b. Learn more about drugs at Yale.

c. Not much more than we've done already.

d. Tried to define realistic goals for our team. Attract community interest (parents).

e. To get more information on drugs, and ways to apply the information.

f. Come to an understanding of "why" teacher and student attitudes are as they are -- learn about the drug program at Yale.

g. Have teacher and student be able to communicate with each other.

QUESTION 5:

What does your Support Team hope to do between now and the end of the year?

ST. COLUMBKILLE-SUPPORT TEAM EVALUATION

a. To learn about drugs and their abuse and how to recognize and handle related problems. Find a way to increase school spirit.

b. I don't really know as we have not come to a definite decision as yet.

c. We have planned to have a supper in the spring and to invite the community.

d. Train for drug education and crisis recognition.

e. To sort out and define the information we have on the drug problem in the school.

f. We hope to get a better understanding of our purpose.

g. Drug Policy and Mental Health Seminars for Parents.

h. Identify the drug problem as it exists in our school and determine ways to meet it - perhaps parent education workshops. Meet for 3-5 hours at a time for deeper interaction and exchange.

i. We're training in drug education. We hope to be able to set up guidelines to follow in the future. What to do under certain circumstances.

EDISON-SUPPORT TEAM EVALUATION

a. Get organized mostly, because there are no present crises; but if one comes up, we hope we can handle it. We are also trying to have teachers, students, and parents voice their opinions on the school.

b. Continue to open avenues of communication between students, community, and faculty.

c. Be able to communicate effectively with members of team.

d. Finish or strive toward above goal.

e. I think the team hopes to come to grips with a number of problems and devise some possible solutions.

f. N/A

g. Make up lost time and get some programs working in the school for next year.

ENGLISH-SUPPORT TEAM EVALUATION

a. We will have used our energies to get the new building - outcome questionable.

b. Work on some of the other problems of the school such as, discipline, drugs.

c. We seem hypnotized by the problem of obtaining "our new school" building.

BHS-SUPPORT TEAM EVALUATION

a. Establish worthy goals to be accomplished next year.

b. Go to Yale.

c. Not much more than we've done already.

d. Drug education.

e. To get information on drug clinics and drug help areas in the district.

f. Go to Yale for drug seminar.

g. Help the drug problem in school.

QUESTION 10:

What do you consider your Support Team's greatest strengths and greatest weaknesses?

ST. COLUMBKILLE-SUPPORT TEAM EVALUATION

a. (1) Rapport among teachers and students.
(2) Our late start in the program and lack of training. Also, each of the four grades should be represented rather than only one.

b. I do not feel free to answer at this time.

c. When we meet, we usually talk about things that do not need all the time that is taken to discuss them. We meet for long periods of time and everything is drawn out too much.

d. (1) Cordiality, cooperativeness.
(2) Lack of clear definition of purpose.

e. The greatest is in teacher cooperation. The weakest is in trying to find a problem to solve.

f. Our greatest strength is defining the biggest problem in the school. The greatest weakness is not getting enough participation from important people in the group.

g. (1) Goal setting.
(2) Organization.

h. Strengths: (1) The individual members themselves.
(2) Willingness to become aware of and respond to problems.
Weaknesses: (1) Not knowing what our goals or aims are.

i. N/A

EDISON-SUPPORT TEAM EVALUATION

a. N/A

b. As an initial effort and expending most of our time on organization and training, it is difficult to evaluate. Our weakness has been lack of balance by parents and police.

c. Not equally weighted by all components. Would like to be more informed of specific goals.

d. Teacher interest and ability to identify problems after first-hand exposure. Should be more input by students. Parents want more say but are unwilling to attend regularly and tend to waste much time on unimportant issues, including structure of group and time of meeting.

e. Greatest Weakness: Apathy of community members.
Greatest Asset: The minute amount of interaction which has taken place.

f. Some of us don't work together and some do work together.

g. Strength: Teachers and parents who are interested.
Weakness: Lack of interest from parents and police.

ENGLISH-SUPPORT TEAM EVALUATION

a. Lack of parental, pupil and police support.

b. Strength: Our ability to see the needs of the school.
Weakness: Not getting our answer to the new building.

c. Insufficient membership.

BHS-SUPPORT TEAM EVALUATION

a. Strengths: Togetherness toward our goals.

b. We all get along.

c. Our ability to interact.

d. Strengths: Ability to get along with one another - real concern for problems.
Weaknesses: None.

e. The greatest strength is that we are a team.

f. Strength: Diverse number of people who interact very well.

g. The greatest strength is our support team.
The greatest weakness is lack of time.

QUESTION 11:

Would you be willing to continue on your Support Team next year. Why?

ST. COLUMBKILLE-SUPPORT TEAM EVALUATION

a. While I sincerely desire to have a part in helping "kids" and their problems; as of yet I do not feel that important to the team. More parents should be involved in it as I feel outnumbered when an occasion may arise to give a truthful criticism of teachers and school. I do feel the effects of the tension that I'm under during these meetings as being on a committee is completely new to me. Also, working part time makes setting aside an afternoon for the meeting difficult.
If I discovered that my being on the team was an asset and what I have to offer would be of help to the students, I would then consider another year; but if someone else could be found that would be of more help and more experienced, I think they should be persuaded to get involved.

b. I have to wait to see what direction it is taking.

c. N/A

d. I enjoy working in the school and feel that involvement whenever possible is essential to teaching as I know it. Teaching is, for me, not just a job but a way of life.

e. If I can be of any help, I would be willing to do it without pay.

f. I feel that this team could accomplish much if the members stayed with it. I am very interested in this program and would continue without pay.

g. N/A

h. N/A

i. Because I don't mind working on the team regardless of whether or not we get payed.

EDISON-SUPPORT TEAM EVALUATION

a. I really want to help the school and find out what the problems are.

b. I think it would depend on how effectively it is reorganized and on goals set.

c. Would be willing to work on support team without pay as long as there was no pay for everyone--or with pay if it was equal pay, which would indicate equality of each member of the team.

d. Unless a free hand is given to the majority of the group--those who attend meetings on a regular basis--and the minority of group. Hope also the "leader" will become a resource person and not the focal point of group. He could learn a little fact in handling and discussing problems in the group.

e. I have served on many committees and teams in the past and have put in many long hours without pay and written many reports which are "filed" for future reference. Maybe something will be done with reports from this committee because it costs some money.

f. Because I think if you get it organized earlier you can do much more.

g. If something can be done which will improve the school, if not forget the whole program.

ENGLISH-SUPPORT TEAM EVALUATION

a. ?

b. Let's see how this one works.

c. If it is ever needed, it will be needed very much. I am willing to consider myself a fireman hanging around in case there happens to be a fire.

BHS-SUPPORT TEAM EVALUATION

a. I think that the end results can do wonders for the school.

b. I think we are accomplishing something.

c. I enjoy it, however, it is time consuming.

d. N/A

e. Because it has been very enjoyable and informative.

f. Without pay, it is not worth it.

g. Because I could use the money, but this does not mean that I'm staying with the team for the money.

APPENDIX II

ONE PAGE SUMMARY OF EACH CONSULTANTS
ACTIVITIES

440 TOTTEN POND ROAD, WALTHAM, MASSACHUSETTS 02154 · (617) 890-0647

DATA EDUCATION INC.
"THE ANDRAGOGY COMPANY"

EVALUATION
CPI PROJECT - THE BOSTON PUBLIC SCHOOLS

Crisis prevention and intervention require entree to, and leverage within, the crisis situation. The CPI Project has been generally effective in developing such entree and leverage within the Brighton-Allston community and in the five schools of the Project.

The speed and the extent to which this has been accomplished is most impressive. CPI began in December, three months later than the starting September date of the original design. In terms of what has been accomplished, however, the Project has moved far beyond the original (mental health model) design which revolved around a three person professional team. In its first and pilot year, CPI has moved toward an educational/community organization model. By comparison to the original proposal, this has resulted in a more differentiated organization and varied set of programs--providing access to and influence upon more parts of the Brighton-Allston school community. These Project efforts include:

- --involvement of formal and informal community leaders in the work of the Advisory Council in developing general policy and particular programs with the Project Director, and in disseminating knowledge about CPI,
- --the formation of Support Teams in the five schools, some of which have established clear objectives and undertaken programs to reach those objectives,
- --a series of educational programs in the five schools which have introduced CPI personnel to students and have created working relationships with teachers and administrators, and,
- --positive participation of the five Principals/Headmasters via the work of the Project Director, but particularly through the liaison work of the Staff Consultant.

The two parts of the Project which most need improvement are, first, coordination of the (Support Team) Training with Project management, and second, increased self-direction and leadership from the Advisory Council.

Data Education Incorporated submits this report as part of its final evaluation in a series of written and verbal reports fulfilling our contract to provide the Project Director with ongoing feedback on: the interaction of the various parts of the Project; the effectiveness of Project management; and, the functioning of the Advisory Council and of the Support Teams. This form of evaluation--which might be termed process evaluation rather than outcome evaluation--has been carried out: (1) by observing and participating in Advisory Council meetings, (2) through interviews and conferences with the Project Director, Training Director, Staff Consultant, and Needs Assessment Team, and (3) by means of questionnaires administered to the Advisory Council and to the five Support Teams.

BERNARD LAFAYETTE - Consultant

Gutman Library Harvard University
Cambridge, Massachusetts 02138

Shortly after the CPI Project began, Miss Ann Foley, the Project Director, and I, in the role of consultant, observed that the revised project proposal did not provide the principals/headmasters and key administrators an apportunity to have sufficient input into the project during the pilot phase.

It was felt that the administrators' awareness, input, and commitment to the project were most crucial to achievement of its stated goals. One of said goals was to establish within each school a Support Team. This team would provide the principal with information and data related to crisis proneness in the school, and work with the principal to effect successful intervention during the occurrence of a crisis.

I, as consultant, was, therefore, hired to provide liason and resource service to the administrators. My role provided the principals with central and concentrated linkage with the overall project, and dealt with their needs which to each individual, from developing confidence in the overall project, to desiring additional facts and explanations concerning specific aspects of the project.

1. There was an orientation with the Project Director.
2. There was an initial conference with all five principals/headmasters of the schools involved in the project, (Mt. St. Joseph's Academy, St. Columbkille's High, Brighton High, English High, and Thomas Edison Junior High.)
3. There was a conference with Area 6 public school superintendent and the superintendent for the parochial schools.
4. I served as a member of the Advisory Council in the capacity of a consultant.
5. An opinion survey was designed and administered:
    a. to determine the extent of knowledge and the opinions principals/headmasters had concerning the project.
    b. to gather information from the principals as to how the project could be of help to him or her.
6. The data was analyzed and follow-up meetings were scheduled.

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NEEDS ANALYSIS AND INSTRUMENT FOR MEASURING CRISIS PRONENESS
(Report Summary)

Submitted to CPI Project - The Boston Public Schools

By
Stephen J. Fischer
George J. Nolfi, Jr.

A school needs assessment directed specifically at crisis prevention and intervention was conducted by University Consultants, Inc. of Cambridge. This study consisted of four phases of effort: (1) reviewing literature related to crisis prevention and intervention in the schools, and written presentation of this review to members of the CPI Advisory Council and five CPI School Support Teams at Brighton High School, English High School, Thomas A. Edison Junior High School, Mount St. Joseph's Academy, and St. Columbkille's High School; (2) gathering of data from parents, teachers, students, school administrators, and other members of the Brighton community through individual and group discussions at Support Team and Advisory Council meetings; (3) the design of a questionnaire for teachers and students in the five project schools; and (4) administration of the questionnaire, data analysis, and description of further procedures for assessment of crisis proneness in a school.

Students from grades eight through twelve were selected randomly from the five schools by applying a random number procedure to alphabetical lists of students. Approximately ten percent of the estimated in-school student populations took the questionnaire on a voluntary basis.

Questionnaires were administered to all teachers in all of the schools. Teachers were asked to respond on a voluntary basis. Approximately two thirds of the teachers receiving the questionnaire responded.

Responses to both the student and teacher questionnaires were analyzed at the Harvard University Office of Information Technology. Two computer programs were employed: Statistical Package for the Social Sciences which produces mean scores for the total population taking the questionnaire, and Datatext which produced a factor analysis of the data.

The analysis of data indicated several school factors which formed suggested areas for further investigation of crisis potential in schools. The analysis sorted from all questionnaire items specific questions which could provide a basis for further refined school crisis assessment instruments. These questions consider such factors as learning and teaching conditions, tradition and structure of schools, student-teacher relations, student tensions, student role, and school rules.